

PROGRAMME SPECIFICATION

PART 1: COURSE SUMMARY INFORMATION

Course summary		
Final award	BA(Hons) Interior Design	
Intermediate award	BA Interior Design	
Course status	Validated	
Awarding body	University of Brighton	
School	School of Architecture and Design (KLC School of Design)	
Location of study/ campus	Unit 503 Design Centre East, Chelsea Harbour, London SW100XF	
Partner institution(s)		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1. KLC School of Design	Interior Design	Validation
Admissions		
Admissions agency	Direct to School	
Entry requirements <i>Include any progression opportunities into the course.</i>	<p>Typical entry requirements. Please check the Schools website for full entry requirements. Individual offers may vary.</p> <p>The Level 6 BA(Hons) course is a progression route for applicants who have successfully completed the KLC L5 Diploma/DipHE, the KLC FdA or external applicants who have completed a L5 course or similar.</p> <p>Admissions criteria will be based on a combination of the following:</p> <ul style="list-style-type: none"> • A portfolio of work • An interview • A 500 word dissertation proposal <p>Following above the applicant may or may not be allowed to gain direct entry into L6 – this decision is based on academic judgement.</p> <p>The fundamental criteria for admission to the programme are the applicants level of educational attainment, the ability to benefit from the programme and the potential ability to complete it successfully.</p> <p>Through the evidence presented applicants will be expected to demonstrate enthusiasm and the ability to develop personal research through systematic enquiry, and an interest in their chosen field and its context. Evidence presented through prior work experience and other qualifications will be considered in conjunction with the above.</p>	
Start date (mmm-yy) <i>Normally September</i>	September 2018	

Mode of study			
Mode of study	Duration of study (standard)	Maximum registration period	
Full-time	32 Weeks	4 Years	
Part-time			
Sandwich			
Distance			
Course codes/categories			
UCAS code			
Contacts			
Course Leader (or Course Development Leader)	Diana McKnight(Course Development Leader)		
Admissions Tutor	Maria Josef		
Examination and Assessment			
External Examiner(s)	Name	Place of work	Date tenure expires
	Dr Jessica Kelly	University of the Creative Arts	30/09/2021
	Dr Russell Gagg	Arts University Bournemouth	30/09/2022
Examination Board(s) (AEB/CEB)	KLC School of Design AEB/CEB		
Approval and review			
	Approval date	Review date	
Validation	May 2016 ¹	May 2021	
Programme Specification	March 2018	March 2019	
Professional, Statutory and Regulatory Body 1 (if applicable):			
Professional, Statutory and Regulatory Body 2 (if applicable):			
Professional, Statutory and Regulatory Body 3 (if applicable):			

¹ Date of original validation.

PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims

The aims of the course are:

1. To stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self- awareness;
2. To create breadth and depth in learning within a coherent academic framework and foster your ability to become life-long learners;
3. To develop your ability to generate concepts, theories, proposals and solutions applying the processes and techniques that are common practice in the interior design industry;
4. To encourage you to develop the professional and technical skills relevant to contemporary interior design practice;
5. To nurture your ability to locate, observe, analyse, reflect, assimilate and present information from a range of historical, social and cultural contexts in an appropriate medium;
6. To enable you to appreciate, question and respond positively to the inherent parameters, conventions and established professional practices of the interior design industry;
7. To build confidence in problem-solving and innovation, and foster your conceptual and pragmatic skills to address functional, economic, social and environmental issues through design practice which respond to the needs and aspirations of client and the wider community;
8. To prepare you for further study or work within the profession

Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate².

Knowledge and theory	<p>On successful completion of the course, you should be able to:</p> <p>LO1 - Employ a range of concepts, strategies and design and research methodologies;</p> <p>LO2 - Generate work that incorporates a significant body of research and is informed by knowledge of historical precedents and contemporary debates;</p> <p>LO3 - Critically reflect on the knowledge and approaches of your own work and that of others;</p> <p>LO4 - Identify your own requirements for continued professional development and to enter the world of professional practice, or enter an appropriate postgraduate programme of study;</p>
Skills Includes intellectual skills (i.e. generic skills relating to academic study, problem solving,	<p>On successful completion of the course, you will be able to:</p> <p>LO5 - Communicate effectively (orally, visually, and/or in writing) to a range of audiences;</p> <p>LO6 - Research and critically evaluate original source material;</p>

² Please refer to *Course Development and Review Handbook* or QAA website for details.

evaluation, research etc.) and professional/practical skills.	LO7 - Demonstrate personal responsibility and work with initiative and independence; LO8 - Work with others (valuing collaboration and exchange);
QAA subject benchmark statement (where applicable) ³	'Art and Design, 2017' and 'History of Art, Architecture and Design, 2008'.

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)
Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.
Not applicable.

LEARNING AND TEACHING
Learning and teaching methods This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.
There are three types of learning relevant to this course and these are used within each of the subject areas. The proportion of each type will vary between subject areas. At Level 6, students are expected to undertake a higher proportion of self-directed learning.
Situated Learning: This will consist of skills and knowledge students have learned through their experience, either directly associated with course work, or in an unrelated area that is then applied to design practice. One of the unique characteristics of the BA (Hons) course is that it offers you a genuinely collaborative engagement with suppliers, specialists and other professions in the field. You will benefit from being taught by a combination of experienced interior designers, and industry specialists who play an important role in the delivery, teaching and your learning experience, thereby facilitating a broad understanding of other design disciplines that they will be working alongside. These links encourage discourse that ensures both the teaching team and students retain a currency on emerging ideas and professional practice within the industry. They also provide opportunities for live projects, field trips and visits, access to site, access to showrooms for sourcing, work shadowing, employment and awards. Learning in the design studio relies heavily on situated learning in the form of project-based and problem-based learning. However, all forms of situated learning are supported by directed learning and teaching activities.
Situated learning is characterised by teaching and learning activities such as: <ul style="list-style-type: none"> • Field trips and site visits • Team work and group work • Individual tutorials

³ Please refer to the QAA website for details.

- Group tutorials
 - Pin-ups and discussion of work in progress
- Reviews and critiques

Situated learning is supported by the following learning and teaching activities:

- Classes and workshops
- Seminars
- Lectures
- Portfolio reviews

Directed Learning:

This can be understood to be the more traditional form of learning and teaching. The tutor shares their experience and insight with those with less knowledge and experience. It may occur in a lecture theatre where you are seeking particular guidance or information.

Directed learning is characterised by the following learning and teaching activities:

- Seminars
- Lectures

Directed learning is supported by the following teaching and learning activities:

- Individual tutorials
- Group tutorials

Independent Learning:

This is possibly the most important aspect of your education in that it is the basis for establishing your personal development in professional interests, independence and your identity as a designer. Independent learning means setting goals and devising a strategy to attaining them beyond the strict minimum of what has been assigned within a programme of study. It also means identifying areas of knowledge and skills that require special attention. You will be expected to engage in a form of communication referred to as 'reflective practice' in order to understand the meaning of critical academic evaluation. Support is offered in all areas should you require it, however the responsibility for meeting the academic standards of the programme of study lies ultimately with you as an individual.

Project and Peer Critiques

Project and peer critiques will take place throughout the course. You will be encouraged to consider and comment on your peers' work and reflect on the feedback provided on your work. Critiques are crucial to considering work objectively and moving past existing challenges. Project critiques will be utilised as part of formative assessment of your work.

Learning and Teaching Method	% of Student Effort
<i>Situated and Directed Learning (characterised by site visits, group work, individual tutorials, critiques, seminars, lectures etc)</i>	30%
<i>Independent Learning (characterised by student-centred individual work, team and group work etc)</i>	70%

Modules ID6.1: 200 hours; ID6.2: 200 hours; ID6.3: 200 hours; ID6.4: 200 hours; ID6.5: 400 hours. Total learning and teaching hours= 1,200 (comprising a combination of situated, direct, and self-directed learning and teaching.)

ASSESSMENT

Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

The assessment methods on the course reflect the range of knowledge and skills you are expected to attain. A number of different assessment methods are used.

Dissertation

Within the field of history of interior design and related fields, a demonstration of independent research, investigation and writing skills are required in compiling a dissertation in response to exploration of a subject which is of particular interest to you. The theme will be based on social, cultural and economic influences and values within design practice and process.

Construction, Technology & Environment Report

A demonstration of reporting and written communication skills are required in compiling an illustrated report and project design work in response to the brief, including research on case studies, sustainable environments, materials, assembly processes and building construction principles.

Professional Practice and Business Administration Report

A demonstration of reporting and written communication skills are required in compiling an illustrated report in response to a brief including research on a live case study, reviews of a lecture series, aspects of legislation relating to its impact on a design project and compilation of your CV, web profile and associated documentation.

Project Portfolios

You are required to demonstrate your interior design skills through two design portfolios. The first requires you to compile a comprehensive project design portfolio in response to a set brief, with design concept, spatial strategy, plans/sections/drawings/models with associated research and development portfolio. The second project requires you to compile clearly edited, comprehensive and professional portfolio comprising a critical spatial exploration leading to the development and presentation of a cohesive design proposal.

Alternative forms of assessment are embedded in portfolio submissions (Module ID6.5). This offers you a significant degree of autonomy at the outset over how they will be presented. Within the context of the project brief, the assessment process allows you to take full control of your submission. Rather than an explicit list of requirements, portfolio submissions may utilise diverse formats and media as appropriate to the specifics of your project, to be agreed in discussions between you and your tutor(s) over the course of the module through tutorials, reviews, interim submissions and written feedback. This opens up a range of possibilities rather than an either/ or choice, and allows you to tailor your work to your specific learning needs. The methods of assessment follow the University's General Examination and Assessment Regulations (GEAR) which can be found on the VLE (Virtual Learning Environment). The generic learning outcomes for the Level 6 award (outlined on page 3/4) would be achieved through the following modules below:

Learning outcome	Assessment method	Module	Number of Credits
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1.An ability to employ a range of concepts, strategies and design and research methodologies;	Dissertation	ID6.1	20
	Report	ID6.2	20
	Report	ID6.3	20
	Portfolio	ID6.4	20
	Portfolio	ID6.5	40
2.An ability to generate work that incorporates a significant body of research and is informed by knowledge of historical precedents and contemporary debates;	Dissertation	ID6.1	20
	Report	ID6.2	20
	Report	ID6.3	20
3.An ability to critically reflect on the knowledge and approaches of your own work and that of others;	Dissertation	ID6.1	20
	Report	ID6.2	20
	Report	ID6.3	20
	Portfolio	ID6.4	20
	Portfolio	ID6.5	40
4.An ability to identify your own requirements for continued professional development and to enter the world of professional practice, or enter an appropriate postgraduate programme of study;	Dissertation	ID6.1	20
	Report	ID6.2	20
	Report	ID6.3	20
	Portfolio	ID6.5	40
5.Communicate effectively (orally, visually, and/or in writing) to a range of audiences;	Dissertation	ID6.1	20
	Report	ID6.2	20
	Report	ID6.3	20
	Portfolio	ID6.4	20
	Portfolio	ID6.5	40
6.Research and critically evaluate original source material;	Dissertation	ID6.1	20
	Report	ID6.2	20
	Report	ID6.3	20
	Portfolio	ID6.4	20
	Portfolio	ID6.5	40
7.Demonstrate personal responsibility and work with initiative and independence;	Dissertation	ID6.1	20
	Report	ID6.2	20
	Report	ID6.3	20
	Portfolio	ID6.4	20
	Portfolio	ID6.5	40

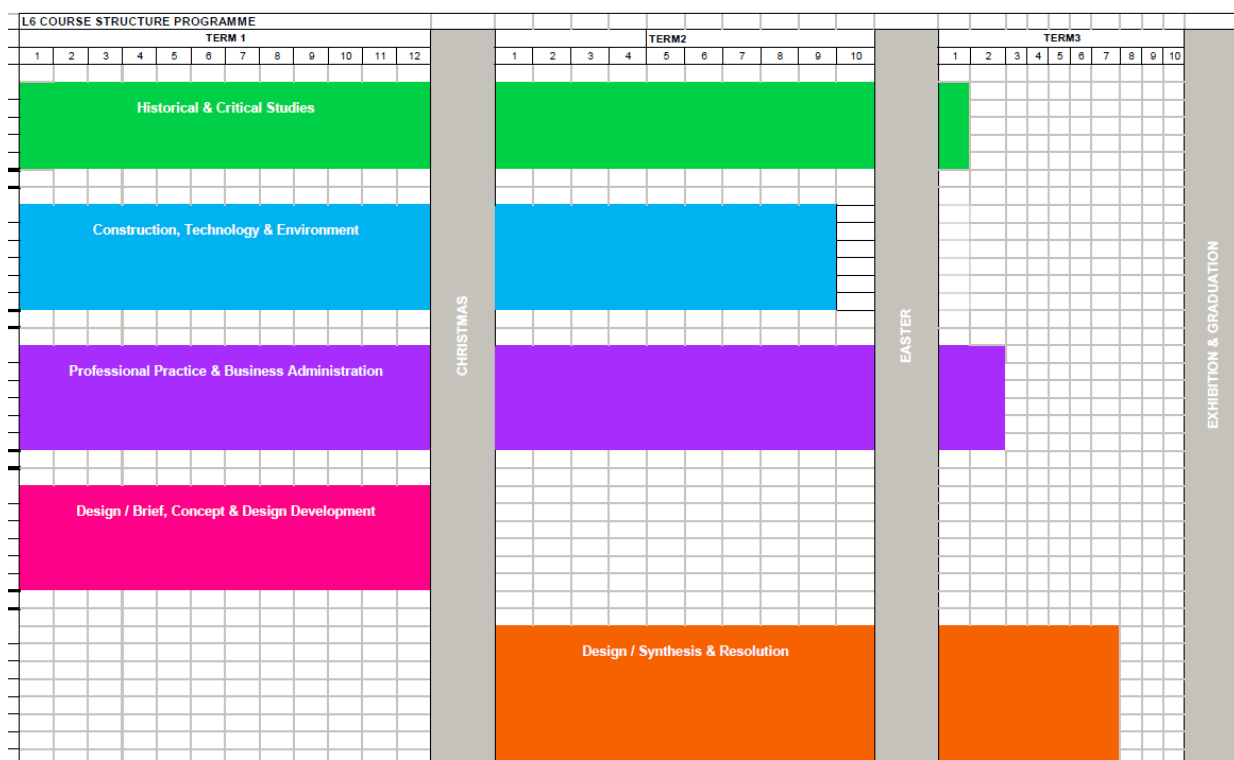
8. Work with others (valuing collaboration and exchange);	Dissertation	ID6.1	20
	Report	ID6.2	20
	Report	ID6.3	20
	Portfolio	ID6.4	20
	Portfolio	ID6.5	40

SUPPORT AND INFORMATION	
Institutional/ University	<p>All students benefit from:</p> <p>Central Support</p> <ul style="list-style-type: none"> - Induction programme - Virtual learning environment (VLE) - Student Handbook - Course Handbook - Library facilities - - E-mail address - Student Services: counselling, student advice, careers part-time jobs and volunteering, support for international students, disability and dyslexia. - Personal tutor for advice and guidance
Course-specific Additional support, specifically where courses have non- traditional patterns of delivery (e.g. distance learning and work- based learning) include:	<p>In addition, students on this course benefit from:</p> <ul style="list-style-type: none"> - Scanners and printing facilities. - Access to studio spaces. - Online VLE forum

PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.



Modules

Status:

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

* *Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability*

Level ⁴	Module code	Status	Module title	Credit
6	ID6.1	C	Historical and Critical Studies	20
6	ID6.2	C	Construction, Technology and Environment	20
6	ID6.3	C	Professional Practice and Business Administration	20
6	ID6.4	C	Design- Brief, Concept and Design Development	20
6	ID6.5	M	Design- Synthesis and Resolution	40

⁴ All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

AWARD AND CLASSIFICATION							
Award type	Award*	Title	Level	Eligibility for award		Classification of award	
				Total credits ⁵	Minimum credits ⁶	Ratio of marks ⁷ :	Class of award
Final	BA (Hons)	BA (Hons) Interior Design	6	Total credit 120	Minimum credit at level of award 120	Level 6 marks	Honours Degree
Final	BA	BA Interior Design	6	Total credit 60	Minimum credit at level of award 60	Level 6 marks	Degree
*Foundation degrees only							
Progression routes from award:							
Award classifications	Mark/ band %	Foundation degree	Honours degree	Postgraduate⁸ degree (excludes PGCE and BM BS)			
	70% - 100%	Distinction	First (1)	Distinction			
	60% - 69.99%	Merit	Upper second (2:1)	Merit			
	50% - 59.99%	Pass	Lower second (2:2)	Pass			
	40% - 49.99%		Third (3)				

⁵ Total number of credits required to be eligible for the award.

⁶ Minimum number of credits required, at level of award, to be eligible for the award.

⁷ Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g, dissertation) must be in the corresponding class of award.

⁸ Refers to taught provision: PG Cert, PG Dip, Masters.

EXAMINATION AND ASSESSMENT REGULATIONS	
Please refer to the <i>Course Approval and Review Handbook</i> when completing this section.	
The examination and assessment regulations for the course should be in accordance with the <i>University's General Examination and Assessment Regulations for Taught Courses</i> (available from the Virtual Learning Environment (VLE)).	
Specific regulations which materially affect assessment, progression and award on the course e.g. Where referrals or repeat of modules are not permitted in line with the <i>University's General Examination and Assessment Regulations for Taught Courses</i> .	The course regulations are in accordance with the University's General Examination and Assessment Regulations GEAR (available online etc) BA (Hons) 120 credits at Level 6
Exceptions required by PSRB These require the approval of the Chair of the Academic Board	